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The Kindergarten

(OUTLINE FOR MAY AND JUNE)

Anne Elizabeth Allen

The Miracle

Without my window lies a dreary waste;
The ground is bare, the skies are gray;
The morning sun displays its usual taste,
And fails to shine on such a day.

So dark, indeed, the gray earth seems to me
Like some sad, tuneless, tasteless thing,
Uncared for, left to die, let be
By sun and warmth to what King Frost will
bring.

Without my window, lo! a miracle appears;
Where once was bare earth, trees all hoary,
A wondrous world of rarest beauty rears
Its marvelous wealth of hidden glory.

All hail! the newborn infant Spring
Awaits your joy, your ever-welcoming breath.
She bids you rise, lift voice and sing;
The earth has risen again from seeming
death. —A. E. A.

Response to Calls

With the thought in mind that nature can do more for the education of children than any amount of indoor teaching, we shall spend most of our time during these two months at the lakeshore and in Lincoln Park.

Our correlating center will be the response of all nature to the call for action by the sun, rain, and wind, and we shall closely watch the quiet influence, day by day, of these forces on plant life.

Observations of the birds will be made, and their songs and calls imitated, and if possible interpreted. The wind in the trees, the roaring of the surf, and all the sounds of nature we shall try to open our ears to, and learn to imitate. The lake as

a transporting body, with its coasts guarded by life-saving stations and lighthouses, its shores protected from the waves, and sending out its artificial landings; its sailboats and steamboats, with their adaptation to conditions of wind and wave, and their signals, we shall be able to see and watch. Our games will be played in the park, and every plan made to spend as little time as possible in the schoolhouse.

1. Response to calls indoors: School-bell, triangle, piano, voice, sun, rain, etc.

Interpretation of calls. What do all these calls mean?

2. Response to calls in the park:

(a) To call of sun—grass, trees, flowers, ourselves.

(b) To call of wind—as waves, grass, trees, clouds, weather-vanes, boats.

(c) To call of rain—plants, waves, umbrellas, overshoes, rain-coats.

(d) To call of sounds—birds, children, life-saving people.

(e) To signals—lighthouse keeper, life-saving crew, sails of ships (by turning with the wind), weather-vanes.

3. Response of man to calls: Building of lighthouses, breakwaters, life-saving stations, putting sails on ships, building long piers into the water.

Materials: Large blocks, sand, paints, blackboards, fifth and sixth gifts, sticks and beads.

Large blocks, fifth and sixth gifts—building lighthouses, piers, life-saving stations, breakwaters, etc.

Sand—representing lakeshore and action of winds and waves; with blocks, building protecting breakwaters. Selected parts of the park modeled in the sand, showing

relative positions of different parts to each other, and also from time to time changes in its appearance.

Games: Boats (see March COURSE OF STUDY); growing of plant life represented; bird life; movement of waves against a breakwater; wind games; sun games; butterflies, etc.

Stories: *Sleeping Beauty*; *Bluster, Bright, and Sprinkle* (see April number of COURSE OF STUDY); *Carl and Ponto*; *Nature's Seed Cradles* (see June number of the COURSE OF STUDY).

Songs: *Summer Song*, *The Bees' Market*, *The Sunshine's Message*, Hill's Songs; *Mr. Rooster Wakes up Early in the Morning* and *Pit-a-pat*, Gaynor's Songs; *To the Great Brown House*, *In a Hedge*, Smith's Songs, Part I; *Rain Coach*, Smith's Songs, Part II; *Dandelion Fashions*, Smith's Songs, Part II.

Instrumental Music: *Five Marches for the Kindergarten*, Eleanor Smith; *Instrumental Characteristic Rhythms*, C. L. Anderson; *Musical Rhythms for the Piano*, A. D. Scammel.

First and Second Grades

Harriet T. B. Atwood

Nature Study: I. Planting of the garden. Owing to the temporary quarters of the school, it seems advisable in order that the children may see the outcome of their work, to plant only such vegetables and flowers in the garden as will mature during the spring quarter. The children's motive in the work will be to provide certain relishes for the daily luncheon, and flowers to be used in decorating the tables. (See Miss Cooke's outlines for April, May, and June.)

II. Study of animal life in Lincoln Park, and in regions visited during field-trips.

1. Painting or sketching of the various animal forms in their natural surroundings. The animals which will probably be most easily observed in the park during May are: (a) our common birds, fish in park lagoons, earthworms, and ants; (b) wild animals confined in the zoölogical gardens.

2. Study of the food of the animals observed, and their ways of obtaining it.

3. Homes and means of protection of the animals studied.

4. Social habits of the various animals.

III. Study of the May landscape by means of water-color sketches. Color records of changes taking place in the trees which were chosen for continuous study throughout the year.

Geography: I. Study of areas visited on field-trips.

II. Classification in the mineral boxes made by the children, of all soil specimens and stones collected on trips.

III. Field-trips—proposed:

1. Visit to the ravine at Lakeside, and the prairie west of Lakeside.

2. Visit to truck farms between Chicago and Evanston.

3. Visit to swamp region south of Eighty-third Street, near Stony Island Avenue.

Art: Painting of animals in their native environments. Modeling of birds and bird-homes. Painting of the May landscape. Color record of bud development, and growth of plants in hotbeds. Painting of spring flowers and other perishable specimens collected on field-trips. Illustration of stories by means of chalk-modeling, painting, and paper-cutting.